



South Middle School
School Year 2026 - 2027
Implementation Manual
Comprehensive, Integrated, Three-Tiered (Ci3T)
Model of Prevention

Plan Designed by South Middle School Ci3T Leadership Team Members:

Dustin Dooley
Saralyn Szyndlar
Lindsey Sellers

Lindsey Clark
Brooke Jennings
Amandra McChesney

Ci3T Model of Prevention Implementation Manual

Table of Contents

	PAGE
South Middle School Implementation Manual	3
Mission Statement	3
Statement of Purpose	3
Overview of the Ci3T Model of Prevention	4
South Middle School Primary (Tier 1) Plan	11
Expectation Matrix	17
Assessment Schedule	18
Reactive Plan and Discipline Procedures	20
Secondary (Tier 2) Intervention Grid	21
Tertiary (Tier 3) Intervention Grid	27
Frequently Asked Questions	30
References	32

South Middle School Implementation Manual

It is the goal of South Middle School to have students model the SMS Behavior Code in academics, behavior, and social-emotional growth for success in school and life.. In an effort to meet this goal, South Middle School has adopted a comprehensive, integrated, three-tiered (Ci3T) model of prevention (Lane, Oakes, & Menzies, 2010). This Ci3T model is designed to address our students' academic, behavioral, and social needs using a continuum of supports, including a proactive approach for addressing students' needs in all three areas. We have established systematic screening practices and

a continuum of supports, ranging from universal, broad-based strategies to targeted and individualized interventions. The three-tiered model provides for: primary prevention (Tier 1 supports for all), secondary prevention (Tier 2 supports for some), and tertiary interventions and supports (Tier 3 supports for a few). The goal is to create a safe, positive learning environment including the accurate detection of students who need additional support beyond primary (Tier 1) prevention efforts and then providing these students with additional secondary (Tier 2) and tertiary (Tier 3) evidence-based supports.

This manual is a tool to help describe and explain the Ci3T model of prevention that our Ci3T Leadership Team designed based on: (a) our school's specific needs and goals, and (b) feedback given to our team by our faculty and staff members.

Mission Statement

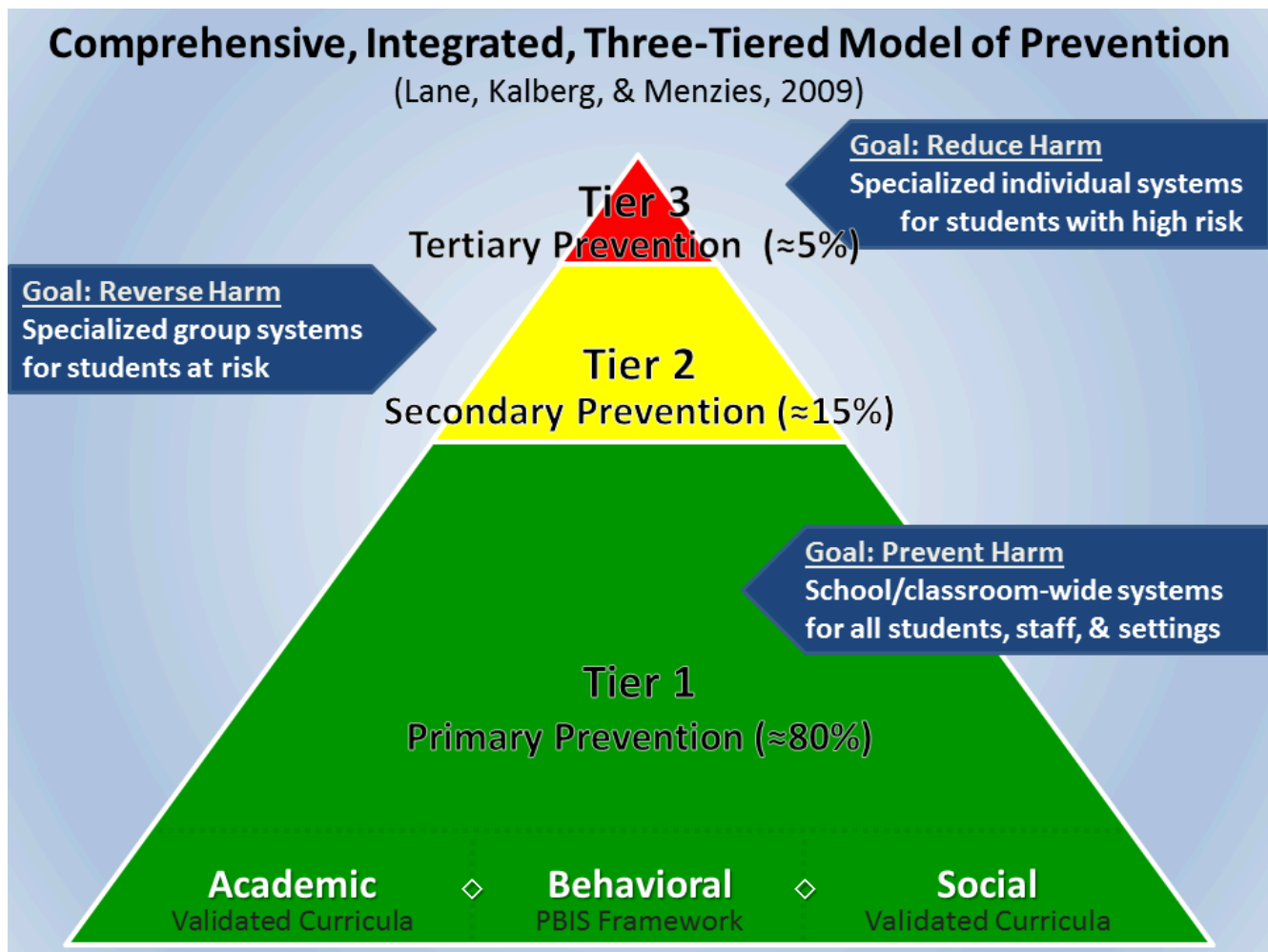
The mission of South Middle School is to ensure a high-quality education for all students in a safe, equitable, learning environment. This mission is best accomplished through a partnership including students, family, community, teachers and staff, preparing students to become life-long learners in an ever-changing world.

Statement of Purpose

The purpose of the comprehensive, integrated, three-tiered (Ci3T) model of prevention at South Middle School is: Guiding students to model the SMS Behavior Code in academics, behavior, and social-emotional growth for success in school and life.

Overview of the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

South Middle School has developed a Ci3T plan for all students attending grades 6, 7, 8. This plan addresses three key components: academics, behavior, and social skills. This plan has both a proactive and reactive behavioral component. South Middle School's plan was developed in response to information derived from school-wide surveys and student performance measures to determine teachers' expectations and areas of need at South Middle School.



Ci3T Model of Prevention (Lane, Kalberg, & Menzies, 2009)

Three-Tiered Models of Prevention

There are three-tiered models of prevention used in schools today including response-to-intervention (RTI; Gresham, 2002; Sugai, Horner, & Gresham, 2002), positive behavioral interventions and supports (PBIS; Lewis & Sugai, 1999; Sugai & Horner, 2002), as well as other tiered systems. While these models aim to identify and serve students proactively with increasingly intensive levels of support, the models differ in their area of focus (RTI mainly on academic skills and PBIS mainly on behavior). Some educators advocate for the use of a comprehensive, integrated, three-tiered (Ci3T) model of prevention that combines the areas of academic, behavioral, and social skills to meet students' multiple needs given that problems in these three areas are likely to manifest concurrently (Lane & Wehby, 2002; Lane, Kalberg, & Menzies, 2009; Lane, Oakes, Menzies, & Harris, 2013; Walker et al., 2004). A comprehensive, integrated, three-tiered model can address each area through screening procedures to identify students who have multiple needs.

Implementing any new system to improve student outcomes requires an initial investment of time and energy. However, multi-tiered models capitalize on effective instructional and classroom management practices that teachers already use (Lane, Menzies, Ennis, & Bezdek, 2013). One strength of Ci3T models is that they involve contribution from all faculty and staff to establish common expectations and procedures in academic, behavioral, and social domains. Then, these changes occur at a systems level. When a school's staff members work collaboratively to identify and implement agreed upon strategies and practices, they create an opportunity to establish a positive school culture. Moreover, in a Ci3T model, school-site faculty and staff *all* have a voice: they individually and collectively contribute to decisions about behavioral expectations taught to all students to support positive behavior and facilitate participation in instruction. In addition – and equally important – faculty and staff determine a shared system for recognizing and reinforcing students' efforts to reach those expectations.

This is a major departure from previous models in which each teacher sets his or her own rules and has sole individual responsibilities for their own students. It is also a shift away from reactive approaches that involve focusing mainly on students' misbehavior toward an instructional approach to behavior that involves actively looking for and recognizing students' positive student behaviors using behavior-specific praise. Finally, expecting the entire school staff (e.g., office and custodial personnel, instructional aides, bus drivers) to support school-wide behavioral expectations as well as the school-wide social skills empowers them to participate proactively and positively, while teaching students the full skill sets needed to engage fully in instructional activities (Lane, Menzies, Ennis, & Bezdek, 2013)

Primary (Tier 1) prevention. In a Ci3T model, primary (Tier 1) prevention, or the core program, is designed to be preventative and includes academic, social, and behavioral components for all students. The academic component consists of the school or district chosen validated academic curriculum based on state standards and requires that all teachers deliver effective instruction.

To address students' social needs, school site personnel may choose to implement a social skills curriculum (Elliott & Gresham, 2007a) or character education program (e.g., Positive Action; Allred, 1983). The focus of the social curriculum is determined by the school's unique needs (e.g., the need to decrease bullying behavior). An evidence-based program should be selected, one with sufficient evidence to suggest that the desired changes will be observed at a given school site provided that the program is implemented with fidelity.

Finally, the behavioral component is a positive behavior interventions and support framework in which school site personnel establish 3-5 schoolwide expectations for student conduct (e.g., be respectful, be responsible, and be prepared to give best effort). The critical component here is that school staff explicitly teach all students the expectations which are operationally defined for each key setting in

the building (e.g., classroom, hallways, cafeteria). Next, students have multiple practice opportunities where teachers model the expectations and then coach students on how to demonstrate them. Students demonstrating expectations are reinforced with behavior-specific praise. Some schools develop elaborate PBIS reinforcement plans that include school assemblies and tangible rewards, others implement on a smaller scale making decisions based on beliefs and resources. In either case, the important factor is that all students are directly taught and provided reinforcement for demonstrating the schoolwide expectations. The overall goal is to provide students with a behavioral repertoire that allows time for teaching and learning. Thus, teachers gain additional time to teach the academic and social skill or character development programs constituting the primary plan. Investing time in this instructional approach to behavior by explicitly teaching schoolwide expectations for behavior upfront, teachers will devote less time to addressing problem behaviors and may experience less stress (as will students) in the learning environment.

Implementing these three areas of foci schoolwide, *all* students are supported behaviorally, socially, and academically. Eighty percent of students are expected to respond satisfactorily and not require further intervention (Sugai & Horner, 2006). However, to determine which students need more intensive support, systematic screenings are conducted. The screenings will identify students for secondary (Tier 2) or tertiary (Tier 3) interventions.

Secondary (Tier 2) prevention. Secondary (Tier 2) supports are typically offered to small groups of students experiencing similar needs. For example, there might be groups to improve oral reading fluency using repeated readings (Chard, Ketterlin-Geller, Baker, Doabler, & Apichatabutra, 2009), peer-peer interactions using social skills groups (Kalberg, Lane, & Lambert, 2012; Lane, Menzies, Barton-Arwood, Doukas, & Munton, 2005; Miller, Lane, & Wehby, 2005) and anger management groups to improve conflict resolution skills (Kalberg, Lane, & Lambert, 2012). Decisions

regarding which students and the types of support needed are made using systematic screening data in conjunction with other data (e.g., office discipline referrals, absenteeism, and academic progress). Approximately 15% of students are apt to require this level of prevention. Students who do not respond to Tier 2 supports or those exposed to multiple risk factors are likely to require more intensive interventions and supports referred to as Tier 3 or tertiary prevention.

Tertiary (Tier 3) prevention. Tertiary (Tier 3) supports are the most intensive supports and are most often individualized. Examples include individualized reading programs (e.g., Scott Foresman Early Reading Intervention, Pearson Education, 2010), functional assessment-based interventions (Kern & Manz, 2004; Umbreit, Ferro, Liaupsin, & Lane, 2007), and intensive family supports (e.g., First Step to Success, Walker, Stiller et al., 1997). Tier 3 is typically reserved for students who experience multiple risk factors or for whom previous intervention efforts have been insufficient. Students may be immediately identified for tertiary intervention or may proceed through the tiers of increasing levels of intervention offered while responsiveness is closely monitored.

Tier 2 and 3 interventions are designed to meet the students' specific characteristics and learning needs whether they are behavioral, social, academic, or combined. In these more intensive levels, students are monitored to determine whether they are responding to the intervention. School site personnel use this information to make instructional decisions regarding the continued need for the intervention, a change in the intervention or support, or a discontinuation of additional supports because the remediation has been successful.

This model uses a data-driven approach to both prevention and intervention, thereby meeting the increasing demand of data-based decision making. It also aims to respond to learning and behavior problems by capitalizing on currently available resources. Yet, an essential component of this model that is often overlooked is the accurate and early detection of students who require Tier 2 and Tier 3

supports. Screening tools are used to meet this charge by systematically measuring academic *and* socio-behavioral performance.

Systematic Screening within Tiered Models of Prevention

Screening procedures are essential for effective schoolwide prevention systems. They are the tools for early and accurate detection of students in need across the preK-12 continuum. Age appropriate screening tools should be used at each level of schooling (preschool, elementary, middle, and high school) to address the unique demands at each level. Differences in students' developmental growth mean that they experience different risk factors related to their age. One of the most critical milestones students attain early in their school careers is learning to read. Those who are not proficient readers by fourth grade are likely to struggle academically throughout their school years (Fletcher, Foorman, Boudousquie, Barnes, Schatschneider, & Francis, 2002; Juel, 1988). Middle school students are entering adolescence which can be a time of emotional turmoil which can make it difficult to focus on academic learning. In high school, many demands, interests, and challenges compete with students' ability to complete their required programs. Graduating high school is a gatekeeper of future success and students with behavioral, emotional, and academic challenges are at greatest risk for dropping out (Wagner & Davis, 2006). Screening tools at each level of schooling can help systematically identify those who require more support to ensure school success.

In sum, systematic screening procedures are necessary at all school levels, particularly as the behavioral, social, and academic demands change. It is imperative that a systematic approach be used in order to avoid missing students who would benefit from additional support within the context of integrated three-tiered models of prevention.

Adapted from Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies*, 21, 160-172.

Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties* problems (pp. 177- 183). New York, NY: Routledge.

Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction*, 7, 6-31.

Technical Assistance Center on Positive Behavioral Interventions and Supports: <http://www.pbis.org>

Please see the full articles for a more detailed description.

South Middle School Ci3T Primary (Tier 1) Plan

South Middle School - Ci3T Primary (Tier 1) Plan		
Mission Statement	District Vision The vision of the Salina Public Schools is to transform Salina and the world. District Mission The mission of the Salina Public Schools is to be the best place to learn and work by embracing challenges, creating belonging, fostering pride and inspiring hope. SMS Mission The mission of South Middle School is to ensure a high-quality education for all students in a safe, equitable, learning environment. This mission is best accomplished through a partnership including students, family, community, teachers and staff, preparing students to become life-long learners in an ever-changing world.	
Purpose Statement	Guiding students to model the SMS Behavior Code in academics, behavior, and social-emotional growth for success in school and life.	
School-Wide Expectations	1. Safe 2. Motivated 3. Successful	
Area I: Academics Responsibilities Students: <ul style="list-style-type: none"> • Attend school on time everyday • Bring necessary materials to class • Check grades in Skyward • Check for missing work in Skyward and Google Classroom • Use folders to stay organized • Attempt every task and turn in completed work on time • Give best effort on all assignments 	Area II: Behavior Responsibilities Students: <ul style="list-style-type: none"> • Demonstrate expectations from the SMS (<i>Safe, Motivated, Successful</i>) Expectation Matrix • Reports unsafe behaviors 	Area III: Social Skills Responsibilities Students: <ul style="list-style-type: none"> • Participate in Character Strong lessons during Advisory each week. • Demonstrate appropriate social interactions with peers and adults • Prepare and deliver a student-led presentation once per year at spring conferences

<ul style="list-style-type: none"> ● Turn in all assignments ● Make up work when absent ● Students will connect learning dispositions to their own learning 		
<p style="text-align: center;">Area I: Academics Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teachers will reinforce the learning dispositions during daily lessons ● Teach district approved curriculum ● Follow curriculum map ● Update online gradebook weekly ● Success Criteria and Learning Intentions posted daily ● Lesson plans completed daily ● Differentiate lessons ● Use multiple data sources to determine tiered-support needs for individual students ● Provide instructional support to students who missed instruction ● Use proactive evidence-based low intensity strategies to support students' academic engagement and prevent problem behavior: <ul style="list-style-type: none"> o Active supervision o Behavior-specific praise o Instructional choice o Instructional feedback o Opportunities to respond 	<p style="text-align: center;">Area II: Behavior Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach, model (with students and staff), and reinforce the behavior expectations ● Implement positive behavioral interventions and supports ● Teach expectations informally each day through modeling and reinforcing; reteach formally following the SEL calendar. ● Give Cougar Cash, paired with behavior-specific praise, to students meeting expectations ● Use a positive response when expectations are not met, with the goal of keeping students in the classroom engaged in learning: <ul style="list-style-type: none"> ● Praise students meeting expectations first ● Show empathy ● Remind students of the expectations privately ● Redirect students ● Reteach expectations ● Follow reactive plan (majors/minors flowchart) ● Use multiple data sources to determine which students need secondary (Tier 2) and tertiary 	<p style="text-align: center;">Area III: Social Skills Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> ● Teach <i>Character Strong</i> with fidelity, following district guidelines; during Advisory period ● Foster and model positive teacher to teacher, teacher to student, and teacher to parent social interactions ● Provide behavior-specific praise paired with Cougar Cash to students demonstrating expected social skills as taught ● Complete SRSS data throughout the year. (3 times per year)

	(Tier 3) interventions (see Intervention Grids) ● Teachers utilize RESET Room appropriately	
Area I: Academics Responsibilities Parents will: <ul style="list-style-type: none"> ● Monitor students grades online regularly ● Reinforce proper academic behavior at home ● Support academic expectations ● Provide regular study time ● Schedule appointments (eg: doctor, dentist) outside of school hours 	Area II: Behavior Responsibilities Parents will: <ul style="list-style-type: none"> ● Schedule appointments to meet with school personnel when concerns arise ● Update contact information regularly ● Follow district attendance policy ● Have students on time each day ● Be familiar with the school expectation matrix ● Reinforce positive behavior expectations ● Model positive, prosocial behaviors with adults and children 	Area III: Social Skills Responsibilities Parents will: <ul style="list-style-type: none"> ● Be aware of <i>Character Strong</i> social skills lessons being taught at school ● Access <i>Character Strong</i> parent resources as needed ● At home, model, support, and reinforce the social skills taught at school each month ● Communicate early with teachers when social skills concerns arise ● Attend parent/teacher conferences.
Area I: Academics Responsibilities Administrators will: <ul style="list-style-type: none"> ● Alignment of District Supply List matches teacher expectations/needs ● Plan and provide professional learning with input from staff, featuring staff strengths ● Provide fair, timely, and constructive feedback to staff ● Organize and provide school-wide data to staff 3-4 times per year ● Provide time for staff to review and discuss school-wide data 	Area II: Behavior Responsibilities Administrators will: <ul style="list-style-type: none"> ● Consistently implement the school-wide primary prevention plan, including the reactive plan components ● Model and reinforce behavior expectations with adults and students ● Recognize teachers for teaching and monitoring student behavior ● Attend team meetings to ensure fidelity ● Assess needs for resources and professional learning 	Area III: Social Skills Responsibilities Administrators will: <ul style="list-style-type: none"> ● Monitor treatment integrity for consistent implementation of <i>Character Strong</i> lessons by all classroom teachers ● Provide necessary resources ● Model and reinforce positive respectful social interactions with adults and students ● Provide professional development

<ul style="list-style-type: none"> • Provide time for faculty and staff to use data to determine secondary • (Tier 2) and tertiary (Tier 3) intervention (see Intervention Grids) needs for students 		
--	--	--

Procedures for Teaching

Faculty and Staff:

- Professional learning days in August and January for ALL faculty and staff: large and small breakout meetings, with attention to academic, behavior, and social domains
- Monthly professional learning at PLC/Team Meetings on Tier 2 and Tier 3 strategies for academics, behavior, and social skills
- Ci3T Implementation Manual posted on the school website, shared teacher drive, and provided in paper copy
- Training for new staff: video to watch, Ci3T Implementation Manual to reference, meet with principal
- Invite faculty and staff to help assess and provide needed professional learning
- Behavior expectation posters in all settings
- Ci3T bookmarks for bus drivers, cafeteria staff, office staff, custodial staff, volunteers, substitute teachers
- Provide professional learning opportunities for Ci3T related topics in academic, behavior, and social domains

Students:

- Beginning of year kick-off assembly
 - Introduce SMS Expectation Matrix to students at assembly
- Teachers review procedures in each classroom
 - (e.g., how to learn about missing assignments, where to turn in homework, access to online instructional and social skill supports)
- Behavior expectation posters with specific expectations posted in each area
 - (e.g., hallway expectations posted in all hallways)
- Student council and yearbook students make videos for morning announcement broadcast, showing expected behaviors for each setting
- Teacher lessons (e.g., PowerPoint) on each setting's expectations with opportunities for students to practice will be taught at the beginning of school, as well as at key time points throughout the year (e.g., before and after holiday breaks)
 - Student/staff videos and skits with examples and non-examples of expected behaviors
- Incorporate the SMS Expectation Matrix with the Student of the Week Nomination

Parents/ Community:

- Parent brochure explaining Ci3T, with full behavior **Expectation Matrix**
- Share information at PTO and Site Council
- Dedicated Ci3T section in newsletter reviewing current social skills being taught and other highlights (e.g., upcoming assemblies, spotlight on a teacher's use of PBIS in their classroom, academic initiatives)
- Back to school night parent presentations with the Ci3T Implementation Manual shared
- Community involvement through sponsorship of events and celebrations (ex: The City, Sonic, Freddy's Frozen Custard)

Procedures for Reinforcing

Faculty and Staff:

- Recognize staff who are implementing Ci3T components for academic, behavior, and social domains with fidelity
 - Behavior-specific praise from administration (building walk-throughs) and colleagues, verbal and written notes
 - When students spend Cougar Cash, staff member whose name is on the back goes into a drawing for a reward
 - Possible Examples: Sonic drink, supervision coverage, etc.

Students:

- Provide choice of reward, as what is reinforcing to one student may be punishment to another (e.g., public praise)
- Input from student leadership groups on possible rewards to make available to all students
- Behavior-specific praise paired with Cougar Cash when students are demonstrating SMS and/or going beyond expectations, in any setting and not just by classroom teachers
- Individual or group rewards:
 - Quarterly school-wide assembly - recognize students nominated for SMS Honor Wall. Teams will nominate students to the honor wall
 - Cougar Cart - where students can use Cougar Cash to purchase school supplies, healthy snacks, and small prizes
 - Slushies at lunch - students redeem Cougar Cash for one slushie

Parents/ Community:

- Recognition in newsletter, student-written thank you notes
- Window signs or thank yous for businesses that support SMS
- Reach out to parents with positive note/card/email to celebrate individual student success

Procedures for Monitoring

Student Measures	Academic: <ul style="list-style-type: none">● District assessments● State assessments● Quarterly course grades● Course failures (report card)● iReady Reading/Math● Progress reports (grades and missing assignments)● Grade point average (GPA)	Behavior: <ul style="list-style-type: none">● Student Risk Screening Scale (SRSS)● Office discipline referrals● Mental health team referrals● Attendance● Tardies● In-school suspensions● Out-of-school suspensions	Social Skills: <ul style="list-style-type: none">● Student Risk Screening Scale – internalizing and externalizing (SRSS-IE)● Office discipline referrals for social infractions● Referrals to counselor● Nurse visits (somatic complaints)
Program Measures (School-level)	Social Validity: <p>Primary Intervention Rating Scale (PIRS)</p> <p>Student survey</p>	Treatment Integrity: <p>Teacher Self-Report (TSR)</p>	Program Goals: <p>Implementation Year 1:</p> <ol style="list-style-type: none">1. Score 80% or higher on all treatment integrity and social validity measures2. 100% of students screened using SRSS-IE, i-Ready Math and Reading3. SRSS-IE screening data showing 80% or more of All students at low risk in fall, winter, and spring time points

South Middle School Expectation Matrix

	Settings						
	Classroom	Hallway	Cafeteria	Gym	Restroom	Bus	Arrival/ Dismissal
S A F E	<ul style="list-style-type: none"> Control your temper Exercise self-control 	<ul style="list-style-type: none"> Keep hands to yourself Report unsafe behaviors Walk directly to next location 	<ul style="list-style-type: none"> Keep food on your tray Keep lunch tables clean Clear away trash 	<ul style="list-style-type: none"> Use equipment appropriately Line up when the bell rings Report problems/unsafe behavior to teacher Control your temper 	<ul style="list-style-type: none"> Stay in your own stall Report any problems to your teacher Respond appropriately to conflict situations 	<ul style="list-style-type: none"> Listen to and follow the bus driver's rules Stay clear of roadway Keep hands and feet to yourself Stay clear of a moving bus 	<ul style="list-style-type: none"> Control temper in conflict situations Resolve conflicts peacefully
M O T I V A T E D	<ul style="list-style-type: none"> Show a positive attitude Complete work with best effort Participate in class activities 	<ul style="list-style-type: none"> Use hallway time appropriately and efficiently Pay attention to where you're going 	<ul style="list-style-type: none"> Choose a seat quickly and stay in it Use your table manners 	<ul style="list-style-type: none"> Include others in your activities Respect other's personal space 	<ul style="list-style-type: none"> Take care of your own business Avoid using cell phone Give others privacy and remain in own stall 	<ul style="list-style-type: none"> Be ready when bus arrives Use self-control 	<ul style="list-style-type: none"> Show a positive attitude Arrive on time Go straight to class Fulfill before and after school commitments Stay in assigned area
S U C C E S S F U L	<ul style="list-style-type: none"> Follow directions Turn in finished work Listen and pay attention to the speaker Make up work when absent 	<ul style="list-style-type: none"> Follow instructions given for drills and emergencies Stay calm and controlled in conflict with adults and peers Be courteous of other classrooms 	<ul style="list-style-type: none"> Clean up after yourself Raise your hand for permission to get up Listen and follow adult requests Follow directions the first time asked 	<ul style="list-style-type: none"> Stay in established area Follow the rules of the game Be kind to peers while playing games 	<ul style="list-style-type: none"> Wash hands with soap Return to class promptly Keep bathroom tidy 	<ul style="list-style-type: none"> Remain seated after entering the bus Be alert and prepared in emergency situations on the bus 	<ul style="list-style-type: none"> Respond immediately when teacher/adult calls Raise your hand for help Arrive on time to before and after school activities

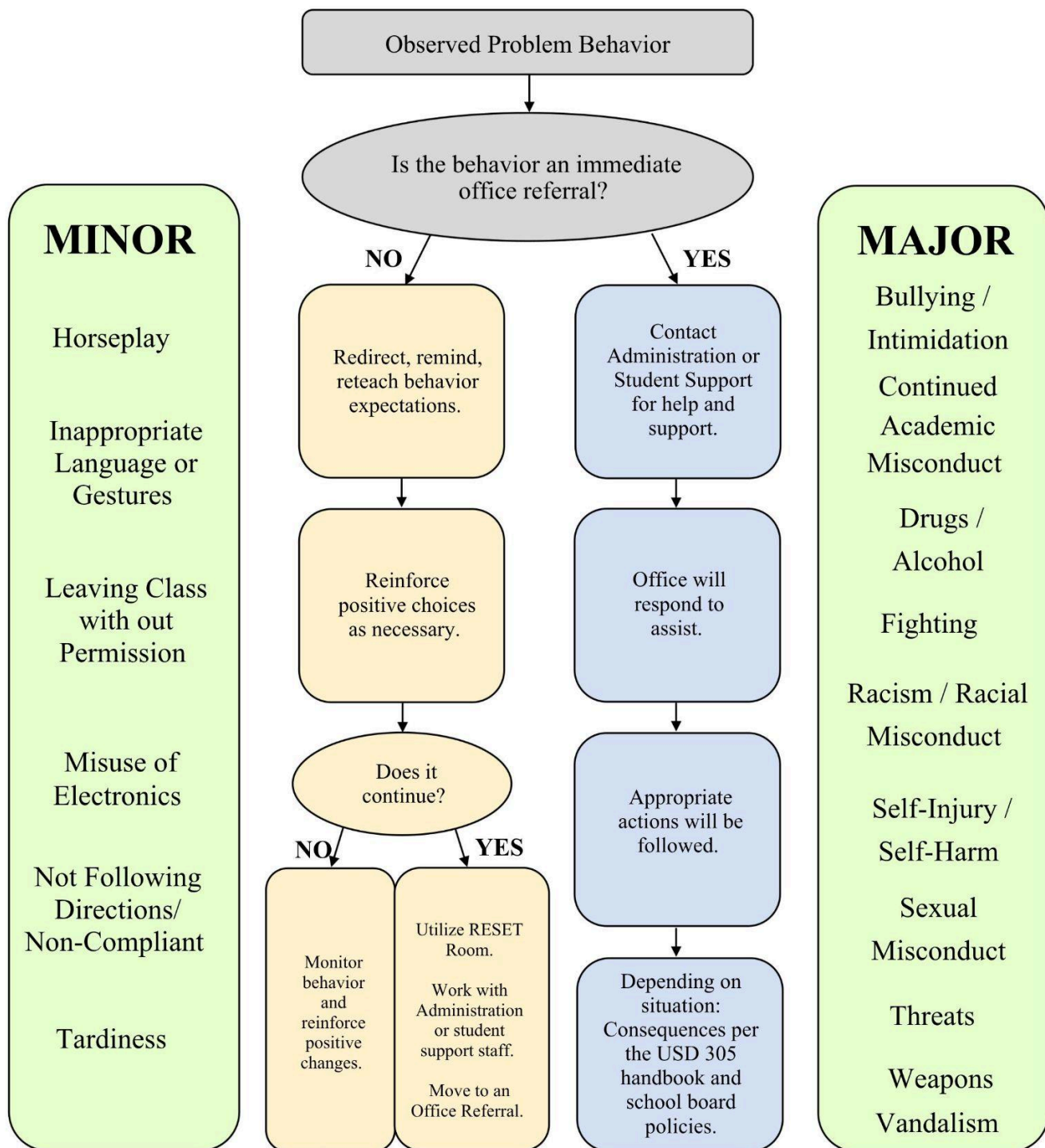
South Middle School Assessment Schedule

Measure	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
School Demographics											
Student Demographic Information	X	X	X	X	X	X	X	X	X	X	
Screening Measures											
SRSS-IE			X				X			X	
Student Belonging Survey				X							
SPS Strategic Plan Rubrics										X	
Walk Through Data	X	X	X	X	X	X	X	X	X	X	
Student Outcome Measures - Academic											
iReady Math Diagnostic	X				X					X	
iReady Reading Diagnostic	X				X					X	
iReady Standards Mastery Checks	X	X	X	X	X	X	X	X	X	X	
Kansas State Assessments								X	X		
KELPA							X				
DLM (FLC/ALC)		X	X	X	X		X	X	X		
Quarterly Course Grades			X		X			X		X	
Student Outcome Measures - Behavior											
Attendance - Chronic Absenteeism	X	X	X	X	X	X	X	X	X	X	
Nurse Visits	X	X	X	X	X	X	X	X	X	X	
Counselor Requests	X	X	X	X	X	X	X	X	X	X	
Discipline Referrals	X	X	X	X	X	X	X	X	X	X	
In School / Out of School Suspensions	X	X	X	X	X	X	X	X	X	X	
RESET Room Visits	X	X	X	X	X	X	X	X	X	X	

Program Measures											
Social Validity: Belonging Data - Students					X						
Social Validity: Belonging Data - Parents							X				
Social Validity: PIRS Data - Tier 1								X			
Treatment Integrity: Visible Learning Walks	X	X	X	X	X	X	X	X	X	X	

Reactive Plan: Responding to Problem Behavior

Salina South Middle School Behavior Intervention Flowchart



Ci3T Blueprint B Reactive Plan 13

South Middle School Secondary (Tier 2) Intervention Grid

South Middle School Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Intensive Reading (includes Rewards phonics instruction)	This course offers additional skill instruction in reading. Teachers have received specific training on methods for building and strengthening weak or missing reading skills. Since reading is a foundational skill for all academic areas and is a critical lifetime need, this course provides extra reading so that future career opportunities are attainable for all our students. This course is available to 6th, 7th & 8th grade students.	Assessment tool: i-Ready Decision rule or cut points: percentile 1-19	Student Performance: Monthly Fluency (CWPM) and Comprehension	i-Ready Reading Diagnostic: 20th percentile or higher OR Fluently read above 120 words per minute on a 6th grade-level passage
After School Program	Students who need extra support in homework or passing classes. Students are recommended by teachers or parents to attend.	Missing assignments (a high percentage of missing assignments, 8-10 assignments; not the 3-5 that they could do in advisory over 2 days) Absent work (were out sick for an extended period of time) Have 2 or more F's	Student Performance: Grade checks and number of missing assignments	Passing all classes. No missing assignments. Academic good standing.

South Middle School Secondary (Tier 2) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Course Recovery (Edgenuity)	Students attend after school or during advisory in order to recover skills and content missed during the regular school year. Students will use the Edgenuity Online program to recover skills.	Fail one semester of a core class English Language Arts (English or Reading), Math, Science, Social Studies	Student Performance: Monitor percentage of course completion	Complete the Edgenuity Course
Tiered Homework Advisory	Students are moved to a Tiered Advisory for targeted homework and classwork help when failing two or more core classes. The goal is for students to get all of their work caught up in an effort to prevent their failing the current semester course.	Failing two or more core classes. Counselor discretion when considering behaviors and other student needs.	Student Performance: -Weekly grade check -Weekly missing assignment lists	Passing all classes. No missing assignments. Academic good standing.
Check-In / Check-Out	Students meet with a designated adult to start and end their day. The goal is for students to share how they are feeling and how their day went.	Student SIT Meeting Teacher or Counselor Recommendation	Student Performance: Monitor individual student plans	No office referrals and decrease in classroom consequences Passing all classes
RESET Room (Scheduled Breaks)	The RESET room is a place where students go to regroup. So many things, big and small, happen in a school day that it is easy to feel overwhelmed. The RESET room can help students take a few minutes to calm down, regroup and then focus on the task at hand: learning! Students are allowed 10 minute breaks	Frequent use of the RESET room as monitored by RESET data collection. SIT team recommendations. Team referrals.	Student Performance: Data is kept on each students' visit in order to monitor individual student needs.	Individual student teams decide when Scheduled Breaks are no longer needed.

South Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
RESET Room (Unscheduled)	The RESET room is a place where students go to regroup. So many things, big and small, happen in a school day that it is easy to feel overwhelmed. The RESET room can help students take a few minutes to calm down, regroup and then focus on the task at hand: learning! Students are allowed 10 minute breaks.	Used as a preventative measure before the disciplinary procedures are enacted. When a student is dysregulated, or otherwise upset, and unable to manage the expectations of the classroom, the teacher will contact the Behavior Interventionist team, and the student will reset with them before returning to class.	Student Performance: Data is kept on each students' visit in order to monitor individual student needs. Schoolwide trends are also monitored through the data collected	The student has successfully regrouped and is ready to return to class.
Behavior Specific Praise	Behavior specific praise (BSP) refers to sincere praise statements that acknowledge the student and reference the specific, desirable behavior being recognized, praising effort (not ability). BSP is most effective when consistently delivered immediately after desired behavior has been performed. Example: "Suzi, great job showing your work on all the division steps." Non-example: "Good job!"	One of more of the following: Behavior: <ul style="list-style-type: none"> SRSS: Moderate or High Risk 2 or more discipline referrals within a quarter AND/OR Academic: <ul style="list-style-type: none"> Report Card: 1 or more course failures in a quarter Five or more missing assignments within a quarter, in one class i-Ready Diagnostic: two or more grade levels below; or below 30th percentile (math or reading) D average; or below in any core class 	Student Performance: Student behavior targeted for improvement (e.g., academic engaged time % of intervals, assignment completion, average grade improvement, discipline referrals).	0-1 discipline referrals in a quarter and <ul style="list-style-type: none"> C average and above in any core class No more than 2 missing assignments within a quarter in a class and SRSS: Low Risk

South Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Active Supervision	<p>The use of “specific and overt behaviors (scanning, escorting, interacting) designed to prevent problem behavior and promote rule-following behavior” (Colvin et al., 1997, p. 346). Teacher may create behavior specific implementation plan in which the following distinct elements are incorporated (De Pry & Sugai, 2002; Haydon & Scott, 2008):</p> <p>Established expectations Frequent scanning of context Positive interactions (verbal and nonverbal precorrections and prompts)</p> <p>Reinforcement of desired behavior When necessary, correction to help success.</p>	<p>One or more of the following:</p> <p>Behavior</p> <ul style="list-style-type: none"> SRSS: Moderate or High Risk 2 or more office discipline referrals per day in a class <p>AND / OR</p> <p>Academic</p> <p>Consistent, predictable pattern of academic errors</p>	<p>Student Performance:</p> <p>Direct measure of student behavior targeted for improvement</p>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>Two consecutive weeks of zero discipline referrals during target time / activity</p> <p>and</p> <p>SRSS: low risk</p>
Instructional Feedback	<p>Instructional feedback refers to detailed, specific information for students from a teacher or peer to confirm, fine-tune, clarify, and restructure current schemas.</p> <p>Includes verbal, written, or technology based-specific feedback on processes and progress.</p>	<p>One or more of the following:</p> <p>Behavior</p> <ul style="list-style-type: none"> SRSS: Moderate or High Risk 2 or more office discipline referrals per day in a class <p>AND / OR</p> <p>Academic</p> <p>Consistent, predictable pattern of academic errors</p>	<p>Student Performance:</p> <p>Direct measure of student behavior targeted for improvement</p>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>Two consecutive weeks of zero discipline referrals during target time / activity</p> <p>and</p> <p>SRSS: Low Risk</p>

South Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Opportunities to Respond	Increasing students' opportunities to respond (OTR) is a strategy that helps students review material, acquire skill fluency, and commit information to memory while simultaneously increasing on-task behavior and reducing misbehavior. OTR strategy is designed to offer students frequent opportunities (i.e., 3 or more OTR per min) using either single-student (e.g., hand raising) or unison responding (e.g., choral responding), within a set time period (e.g., 10 min.) to respond to teacher questions or prompts about targeted academic material. This is best done with materials or concepts in which students have a basic understanding.	<p>One of more of the following:</p> <p>Behavior:</p> <ul style="list-style-type: none"> SRSS: Moderate or High Risk 2 or more discipline referrals within a quarter <p>AND/OR</p> <p>Academic:</p> <ul style="list-style-type: none"> Report Card: 1 or more course failures in a quarter Five or more missing assignments within a quarter, in one class i-Ready Diagnostic: two or more grade levels below; or below 30th percentile (math or reading) D average; or below in any core class 	<p>Student Performance:</p> <p>student behavior targeted for improvement (e.g., academic engaged time, on-task, disruption; % of intervals) or weekly progress monitoring (e.g., weekly quiz score)</p>	<p>0-1 discipline referrals in a quarter</p> <p>and</p> <ul style="list-style-type: none"> C average and above in any core class No more than 2 missing assignments within a quarter in a class <p>and</p> <p>SRSS: Low Risk</p>
Precorrection	Plan to modify teacher behavior and environmental contexts where problem behaviors are likely to occur by providing support, prompts, and reinforcement for appropriate student behavior, preventing problem behaviors from occurring.	<p>One or more of the following:</p> <p>Behavior</p> <ul style="list-style-type: none"> SRSS: Moderate or High Risk 1 or more office discipline referrals per day in a class <p>AND / OR</p> <p>Academic</p> <p>Consistent, predictable pattern of academic errors</p>	<p>Student Performance:</p> <p>Direct measure of student behavior targeted for improvement</p>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>Two consecutive weeks of zero discipline referrals during target time / activity</p> <p>and</p> <p>SRSS: Low Risk</p>

South Middle School Secondary (Tier 2) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
High-probability request sequence	Adult requests three to five behaviors a student is likely to respond to (high- <i>p</i>) followed by verbal praise for compliance, high- <i>p</i> requests are delivered in quick succession (10 seconds). When a student complies with three consecutive high- <i>p</i> requests, the adult delivers a low probability (low- <i>p</i>) request (target behavior) in close succession to the previous reinforcement (e.g., within 10 seconds). Praise the low- <i>p</i> behavior upon compliance or demonstration. High- <i>p</i> requests may be verbal or written.	<p>One or more of the following:</p> <p>Behavior</p> <ul style="list-style-type: none"> SRSS: Moderate or High Risk 2 or more discipline referrals within a quarter (related to non-compliance) <p>AND / OR</p> <p>Academic</p> <p>Progress report:</p> <p>Unsatisfactory work completion and/or work habits</p> <ul style="list-style-type: none"> Consistent pattern of academic errors 	<p>Student Performance:</p> <p>Direct measure of student behavior targeted for improvement (i.e., time to begin assignment after directions given and a check for understanding or percentage of work completed)</p>	<p>Meets targeted behavior criterion for 3 consecutive weeks</p> <p>AND / OR</p> <p>SRSS: Low Risk</p>

South Middle School Tertiary (Tier 3) Intervention Grid

South Middle School Tier 3 (Tertiary) Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Intensive Reading (includes Rewards phonics instruction)	This course offers additional skill instruction in reading. Teachers have received specific training on methods for building and strengthening weak or missing reading skills. Since reading is a foundational skill for all academic areas and is a critical lifetime need, this course provides extra reading so that future career opportunities are attainable for all our students. This course is available to 6th, 7th & 8th grade students.	Assessment tool: i-Ready Diagnostic Test Decision rule or cut points: two or more grade levels below and/or below 20th percentile	Student Performance: Monthly Fluency (CWPM) and Comprehension	i-Ready Reading Diagnostic: 20th percentile or higher OR Fluently read above 120 words per minute on a 6th grade-level passage
Individual Counseling	Students meet with counselors or mental health support providers to problem solve and use strategies to improve their identified areas of need. Additional community mental health resources and referrals as needed.	Referrals: -self -parent -staff -community agency Number of counseling request forms submitted by a student	Student Performance: Data is kept on each students' visit in order to monitor individual student needs. Schoolwide trends are also monitored through the data collection. Counseling requests	Decrease in number of counselor request forms submitted Referral to outside agency Measured student progress as determined by the counselor and student

South Middle School Tier 3 (Tertiary) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Social Groups	Social groups are specifically designed according to student needs. Topics are determined based on social emotional needs and lagging skills. Groups are facilitated by counselors, social workers and support staff.	Student support staff or teachers recommend students for social groups. SRSS data	Daily participation Demonstration of skills	Groups are designed to last 6-8 weeks. Students may exit at their completion unless it is determined that they need further reteaching of the targeted skills.
Individualized Behavior Contracts	Students who need individualized behavior support will be put on a behavior contract in order to increase self-regulation and executive functioning, so they may increase their time within the academic setting with their peers.	Office referrals Teacher referrals RESET room data	Student Performance: Monitor individual student plans	No office referrals Decrease in classroom consequences
School Within a School	Students who have been identified according to the SWIS Checklist will be enrolled in an alternate schedule and program in order to make academic and behavior progress. Students will work to increase the amount of time they attend school.	Referral and application by counselor and/or administration team	Student Performance: Attendance records Discipline records Grade checks Monitor missing assignments Progress toward individual goals as measured through the program rating form	Regular attendance No discipline referrals Passing all classes No missing assignments Maintain school appropriate behavior throughout the entire day

South Middle School Tier 3 (Tertiary) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Wrap Around Services	Students who qualify for the SED (Serious Emotional Disturbance) Waiver through CKMHC (Central Kansas Mental Health Center) are eligible for WRAP Services. School professionals will attend these meetings with other agencies who are serving students.	Staff complete a CKMHC referral	Student Performance: Determined by CKMHC	Determined by CKMHC in collaboration with the WRAP team.
Mentoring - Big Brothers and Big Sisters, Hope in 3D	One-on-one and small group mentoring during the school day will be offered to students who need extra academic, behavioral and social emotional support.	At-risk factors Attendance Academic record Behavior Data	Student Performance: Participation in mentoring services	As determined by the participating agencies.
Individualized School- Day Scheduling	Students who struggle staying regulated for the entire school day will have a schedule that better fits their individual needs. This may be a reduced schedule and/or may be at different times throughout the day.	At-risk factors Attendance Academic record Behavior Data	Student Performance: Attendance records Discipline records Increase self-regulation strategies and implementation	Regular attendance No discipline referrals Maintain school appropriate behavior throughout the entire day

Frequently Asked Questions

Q: *Do I still use my reactive procedures (e.g., pull a card, complete an office discipline referral form) if a student misbehaves?*

A: Yes.

Q: *Can I still use my current classroom reward system (e.g., marble jar, clip-up chart)?*

A: Yes.

Q: *Can I keep my own classroom rules if I also teach my students the schoolwide expectations?*

A: Yes.

Q: *Where do I get Cougar Cash to hand out?*

A: Administrative office or RESET Room staff.

Q: *Where can I find posters to put in my room?*

A: Credenza in the administrative offices.

Q: *Where should I instruct students to place their tickets?*

A: Students should keep them in a safe location (book bag, binder, etc.) to use for the Cougar Cart or Slushies.

Q: *Whom do I ask if I have questions about the Ci3T plan?*

A: Any member of the building ci3T team.

Q: *What about the students who do not respond to the positive behavior intervention support and ticket system?*

A: Discuss during Interdisciplinary team meetings and then potentially refer for a SIT plan.

Q: *What are the benefits of merging our positive behavior interventions and supports and response to intervention into one comprehensive three-tiered model of prevention?*

A: Merging PBIS and RTI into one three-tiered system creates a unified approach that supports both students' academic and behavioral needs at the same time. It streamlines processes, reduces duplication, and allows staff to use shared data to make better, faster decisions. This leads to more consistent support for students, stronger collaboration among staff, and ultimately better overall student outcomes.

Q: *How do I access additional professional learning for academic, behavior, or social skills programs and practices?*

A: You can request Professional Development funds through the district or building. Please also consider attending Professional Development opportunities such as: workshops, webinars, conferences, and collaboration within professional learning communities aligned to school goals.

Q: *Whom do I ask if I am unclear about any procedure?*

A: A CiT3 Member

Q: *What is treatment integrity?*

A: Treatment integrity in public education refers to the degree to which an instructional, behavioral, or intervention plan is implemented as it was designed. It ensures that strategies are delivered consistently and accurately so student outcomes can be attributed to the intervention itself rather than variations in implementation.

Q: *What is social validity?*

A: Social validity in public education refers to how acceptable, relevant, and useful an intervention or practice is to those involved—students, teachers, and families. It considers whether the goals, procedures, and outcomes are viewed as appropriate, meaningful, and worth implementing in the school setting.

References

- Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children*, 75, 263–281.
- Elliott, S. N., & Gresham, F. M. (2007a). *Social Skills Improvement System: Classwide intervention program guide*. Bloomington, MN: Pearson Assessments.
- Fletcher, J. M., Foorman, B. R., Boudousquie, A., Barnes, M., Schatschneider, C., & Francis, D. J. (2002). Assessment of reading and learning disabilities: A research-based, treatment-oriented approach. *Journal of School Psychology*, 40, 27–63.
- Gresham, F. M. (2002). Responsiveness to intervention: An alternative approach to learning disabilities. In R. Bradley, L. Danielson, & D. Hallahan (Eds.), *Identification of learning disabilities: Research to practice* (pp. 467-519). Mahwah, NJ: Lawrence Erlbaum.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437–447.
- Kalberg, J. R., Lane, K. L., & Lambert, W. (2012). The utility of conflict resolution and social skills interventions with middle school students at risk for antisocial behavior: A methodological illustration. *Remedial and Special Education*, 33(1), 23-38. doi: 10.1177/0741932510362514
- Kern, L., & Manz, P. (2004). A look at current validity issues of school-wide behavior support. *Behavioral Disorders*, 30(1), 47-59.
- Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford.
- Lane, K. L., Menzies, H., Barton-Arwood, S. M., Doukas, G. L., & Munton, S. M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step-by-step procedures based on actual school-based investigations. *Preventing School Failure*, 49, 18-26.
- Lane, K. L., Menzies, H. M., Ennis, R. P., & Bezdek, J. (2013). Schoolwide systems to promote positive behaviors and facilitate instruction. *Journal of Curriculum and Instruction*, 7, 6-31.
- Lane, K. L., Oakes, W. P., & Menzies, H. M. (2010). Systematic screenings to prevent the development of learning and behavior problems: Considerations for practitioners, researchers, and policy makers. *Journal of Disability Policy Studies*, 21, 160-172.
- Lane, K. L., Oakes, W. P., Menzies, H. M., & Harris, P. J. (2013). Developing comprehensive, integrated, three-tiered models to prevent and manage learning and behavior. In T. Cole, H. Daniels, & J. Visser (Eds.). *The Routledge international companion to emotional and behavioural difficulties problems* (p. 177 – 183). New York, NY: Routledge.
- Lane, K. L., & Wehby, J. (2002). Addressing antisocial behavior in the schools: A call for action. *Academic Exchange Quarterly*, 6, 4–9.

- Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31, 1–24.
- Miller, M. J., Lane, K. L., & Wehby, J. (2005). Social skills instruction for students with high incidence disabilities: An effective, efficient approach for addressing acquisition deficits. *Preventing School Failure*, 49, 27–40.
- Pearson Education (Ed.). (2010). *Scott Foresman Early Reading Intervention*. Glenview, IL: Author.
- Positive Action. (2008). *Positive Action: Positive development for schools, families and communities*. Twin Falls, ID: Author.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: Schoolwide positive behavior supports. *Child & Family Behavior Therapy*, 24, 23–50.
- Sugai, G., & Horner, R. H. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review*, 35, 245–260.
- Sugai, G., Horner, R., & Gresham, S. (2002). Behaviorally effective school environments. In M. R. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. pp. 315–350). Washington, DC: National Association of School Psychologists.
- Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Prentice Hall.
- Wagner, M., & Davis, M. (2006). How are we preparing students with emotional disturbances for the transition to young adulthood? Findings from the National Longitudinal Transition Study–2. *Journal of Emotional and Behavioral Disorders*, 14, 86–98.
- Walker, H., Stiller, B., Golly, A., Kavanagh, K., Severson, H., & Feil, E. (1997). *First Step to Success: Helping young children overcome antisocial behavior (an early intervention program for grades K-3)*. Longmont, CO: Sopris West.
- Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). *Antisocial behavior in school: Evidence-based practices* (2nd ed.). Belmont, CA: Wadsworth.